



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Hermon Elementary School

SAU: Hermon School Department

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2012-2013 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	65	64	98	70	70	70	14	56	25	5	61	3	0
	2011-2012	54	52	96	85	85	72	21	63	13	2	51	1	0
Female	2010-2011	27	26	96	77	77	74	23	54	23	<1			
	2011-2012	28	28	100	89	89	77	25	64	11	<1			
Male	2010-2011	38	38	100	66	66	66	8	58	26	8			
	2011-2012	26	24	92	79	79	68	17	63	17	4			
Caucasian/White	2010-2011	61	60	98	68	68	71	15	53	27	5			
	2011-2012	51	50	98	84	84	73	20	64	14	2			
African American/Black	2010-2011	1	1	100			43							
	2011-2012	1	0	0			47							
Hispanic	2010-2011	1	1	100			60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	1	1	100			69							
	2011-2012	1	1	100			77							
American Indian or Native Alaskan	2010-2011	1	1	100			67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	25	25	100	68	68	58	4	64	32	<1			
	2011-2012	9	9	100			62							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	14	14	100	50	50	34	<1	50	43	7			
	2011-2012	9	8	89			36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	70	70	100	71	71	67	24	47	23	6	69	1	0
	2011-2012	61	60	98	73	73	71	20	53	18	8	58	2	0
Female	2010-2011	34	34	100	74	74	72	26	47	24	3			
	2011-2012	27	26	96	81	81	75	31	50	15	4			
Male	2010-2011	36	36	100	69	69	63	22	47	22	8			
	2011-2012	34	34	100	68	68	67	12	56	21	12			
Caucasian/White	2010-2011	68	68	100	72	72	68	25	47	22	6			
	2011-2012	57	56	98	71	71	72	21	50	20	9			
African American/Black	2010-2011	0	0				40							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	1	1	100			54							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	1	1	100			76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	23	23	100	52	52	56	13	39	35	13			
	2011-2012	19	19	100	68	68	60	<1	68	21	11			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	10	100	40	40	29	30	10	40	20			
	2011-2012	14	13	93	46	46	35	8	38	31	23			
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	65	64	98	70	70	61	13	58	20	9	61	3
	2011-2012	54	52	96	75	75	64	17	58	17	8	51	1
Female	2010-2011	27	26	96	69	69	59	12	58	23	8		
	2011-2012	28	28	100	82	82	63	29	54	11	7		
Male	2010-2011	38	38	100	71	71	64	13	58	18	11		
	2011-2012	26	24	92	67	67	65	4	63	25	8		
Caucasian/White	2010-2011	61	60	98	70	70	63	12	58	20	10		
	2011-2012	51	50	98	74	74	65	18	56	18	8		
African American/Black	2010-2011	1	1	100			30						
	2011-2012	1	0	0			38						
Hispanic	2010-2011	1	1	100			49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	1	1	100			59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	25	25	100	68	68	49	4	64	24	8		
	2011-2012	9	9	100			52						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	14	14	100	57	57	35	<1	57	21	21		
	2011-2012	9	8	89			35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Hermon Elementary School
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Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	70	70	100	69	69	60	21	47	20	11	69	1
	2011-2012	61	60	98	77	77	66	17	60	13	10	58	2
Female	2010-2011	34	34	100	71	71	60	18	53	15	15		
	2011-2012	27	26	96	81	81	65	15	65	12	8		
Male	2010-2011	36	36	100	67	67	61	25	42	25	8		
	2011-2012	34	34	100	74	74	67	18	56	15	12		
Caucasian/White	2010-2011	68	68	100	69	69	61	22	47	21	10		
	2011-2012	57	56	98	79	79	67	16	63	13	9		
African American/Black	2010-2011	0	0				31						
	2011-2012	1	1	100			31						
Hispanic	2010-2011	1	1	100			48						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	1	1	100			71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	23	23	100	52	52	48	9	43	26	22		
	2011-2012	19	19	100	79	79	54	5	74	16	5		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	10	100	40	40	31	30	10	30	30		
	2011-2012	14	13	93	62	62	37	15	46	23	15		
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 100	E: 99 M: 99	76	E: 75 M: 87	E: 70 M: 73	99	E: 99 M: 100	E: 99 M: 99	72	E: 70 M: 67	E: 65 M: 62	95	95	95
Caucasian/White	99	E: 99 M: 100	E: 100 M: 99	76	E: 74 M: 87	E: 71 M: 74	99	E: 99 M: 100	E: 99 M: 99	73	E: 71 M: 66	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 100	E: 99 M: 99	69	E: 65 M: 78	E: 60 M: 62	*	E: 100 M: 100	E: 99 M: 99	63	E: 58 M: 59	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	50	E: 48 M: 54	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	40	E: 42 M: 36	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	13	5	9	1	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.